

EIA-Funded Program Name:

*** Current Fiscal Year EIA Allocation to this EIA-Program:**

*** Name of Person Completing Survey and to whom EOC members may request additional information:**

*** Telephone number:**

*** E-mail:**

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

EIA:XI.V-Parenting/Family Literacy

Code of Laws:(MAX. 100 characters)

Section 59-6-10

Proviso Number:(MAX: 100 characters)

1A.26

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?

Regulations:

Statutory Authority:SC Code Ann 59-5-60 and 59-139-10

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

The long term mission of the Charleston Trident Urban League's Strengthening Families parental involvement program is to empower parents to actively, critically, resourcefully and responsibly contribute to promoting and developing the well being of their children, families and communities.

The goals of the program are:

Goal: Increase parent and community involvement in schools by building parent skills to effectively support, monitor and advocate for their children's education.

Goal: Increase opportunities to encourage and support low-income ethnically diverse parents of elementary, middle and high school children to take a participatory role in assisting their children to create a home learning environment, navigate the school system; collaborate with teachers, counselors and principals; and encourage college attendance.

The inputs for achieving desired outcomes include:

Workshops, training and personal development sessions, resource materials (books, videos, computers) community resources.

The desired short and long range outcomes will be.

For Youth

Better attendance more homework done.

Higher grades and test scores.

Higher achievement in reading.

Exhibit more positive attitudes and behavior.

Higher graduation rates.

Greater enrollment in post-secondary education.

Negative behaviors, such as alcohol and drug use, violence, and antisocial behavior decreases.

For Parents

More confidence in the school.

Greater confidence in themselves as parents.

Greater likelihood that the parents will enroll in programs to advance their own education and life options.

Ability to make contacts and build social networks that they can use to create opportunities for their children and themselves.

Develop closer ties to the communities and their neighbors.

Learn how to influence decisions made in their schools and communities.

For Schools

More support for families.

Schools where children are failing improve dramatically when parents are enabled to become effective partners in their child's education.

The Charleston Trident Urban League (CTUL) will serve 150 parents and their children annually through this program.

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

The Charleston Trident Urban League believes that a holistic approach is key to its Strengthening Families parental involvement program. In this context, our parental involvement program in schools reflect the family strengthening criteria of being family focused; that is services are provided that address the needs of the entire family as a whole rather than serving just the individual. CTUL's program activities respond to the following three core areas.

1. Family Economic Success
2. Family Support Systems
3. Thriving and Nurturing Communities

These services include activities that promote family involvement in the life of the child in partnership with educators and community stakeholders. After school activities helped to support the goal of community support for participating families, monthly social and training activities for parents, and presentations about a variety of human services programs sponsored by the Charleston Trident Urban League and other groups.

Participants were recruited primarily from the Near East Side of Charleston and who had children that attended Mitchell Elementary, Sander-Clyde MS and Burke HS. Surveys completed by most participants reported an increase in knowledge after attending the workshops. Approximately 30 percent of the participants indicated that they were interested in learning about other social services. All participants were given information about additional community resources and over 500 Read and Rise booklets were distributed during the First Day back to school rally sponsored by the City of Charleston.

By helping parents create a Parent Involvement Inventory program staff was able to support parents (families) facing challenges in the following ways.

1. Holding orientations and workshops at convenient locations such as community centers
2. Taking inventory of their strengths and interest to address how they may go about meeting their needs and goals.
3. Working with school administrators, teachers and community leaders to identify barriers to parental involvement
4. Provide information and tools to support their own learning? books, videotapes, GED classes, partnership with Head Start and First Steps. Encourage parents to participate in their child's school activities as well as to work on developmentally appropriate activities at home. Provide information on community resources such as Children's Museum of the Lowcountry Free Fridays, Community Day at the Charleston Aquarium?
5. Helping parents to identify issues that may prevent optimum health and nutrition and providing strategies for healthy social emotional development throughout the age spectrum.
6. Presenting forums for open dialogue

The following is a list of workshops offered to parents:

Financial Literacy: How to Budget, Save, and Get Ahead
Ensuring Your Child's Success: How to Work with Your Child's Teachers
Civic Engagement
Life Skills and Personal Development
Work Place Competencies
How to Handle Stress in a Positive Way
How Can I tell if My Student is Using Drugs?
Planning for College
Choosing a College and Majors
Choosing-Non Violence
Being an effective advocate

Additionally, CTUL in collaboration with local colleges worked with parents and older youth to receive financial aid information and training that will assist them in identifying resources for post secondary education.

Parents with children from birth through 8 years of age are encouraged to receive instruction in promoting literacy in their children. The National Urban League, in conjunction with Scholastic Books developed a program called Read and Rise.

Read and Rise provides age appropriate tips for parents on how to promote literacy, gives age-appropriate milestones of literacy development, and suggests age-appropriate reading materials for children from birth through eight years of age.

Starting in 2007, CTUL will also offer computers labs at its

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

During the prior fiscal year the Family Strengthening parental involvement program of the Charleston Trident Urban League through workshops, forums and other program related activities served the the following number of individuals and families.

Workshops	People Served	Male	Female	Black	White	Hispanic
	254	89	165	242	7	5

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

According to participant surveys over 90% indicated that they were empowered by the knowledge they had gained by attending the workshops.

Over 70% of the participants requested and received additional information on services provided by other agencies and organizations. (i.e literacy, GED, financial education, housing, employment, IDA, health care)

Eight individuals enrolled in the First Time Homebuyers Program.

Twenty three individuals signed up for the EITC program.

Over 100% of the participants who attended preparing for college workshops felt that the information was extremely useful. Especially on financial resources.

Over 80% of respondents reported they were more confident in interacting with school staff and administration.

Youth indicated that they had a better appreciation for academic achievement and a desire to pursue post secondary education.

Over 500 Read and Rise booklets were distributed.

Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?
(MAX: 2000 characters)**

The new President/CEO of the Charleston Trident Urban League (CTUL) understands the importance and the value of external program evaluation. Currently the agency does not have adequate funding to support this effort. Going forward we will attempt to work with local colleges and universities to assist us in this area.

However, internally the CTUL uses several methods to measure, interpret, and evaluate outcomes. The achievement of the project's objectives are primarily monitored and measured through participation in workshops, activities, and surveys. Basic demographic data is obtained through participant sign in sheets and registration forms.

Program planning and the assessment of community impact are handled in the following manner. The Project Review Team made up of CTUL staff, educators, parents and stakeholders meet to discuss the achievement of goals and objectives, assess program quality, and determine the impact on participants and the community. Finally, data is presented to the Program Committee of the CTUL Board of Directors who will review the program, as it does all agency programs to ensure that it is on track to meet established goals and time lines.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No

If no, why not?(MAX: 100 characters)

We are able to provide Program Committee meeting minutes.

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

N/A

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes No